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ABSTRACT

A national system is described that was designed to facilitate a college's task of relating formal course work taken elsewhere to its own programs. The project builds on the system established by the American Council on Education (ACE) in 1945 to provide credit recommendations for formal military courses, and uses experience gained in a New York pilot study in early 1974. It focuses on the adult learner who studies in programs sponsored by government agencies, business and industry, unions, and professional and voluntary associations. The process involves the application of policies and criteria, jointly established by the Council's Commission on Educational Credit and the New York Board of Regents, by teams of subject specialists who generate credit recommendations for the courses, if appropriate. The results are sent to the participating organization and to colleges and universities. The organization sponsoring the courses operates a transcript system to report the individual's performance in the course to colleges. The major objectives of the first two years of the project were to develop and refine criteria and procedures for selecting appropriate courses and programs and in conducting course reviews, establishing policies and procedures as a basis for a national self-supporting system, and developing a system to disseminate project information and results. Appended is a handbook on conducting course reviews, agreements between ACE and the Consortium of California State University and Colleges and between ACE and the Pennsylvania Department of Education, newspaper articles, and a pamphlet on the program. (SW)

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HE 010542

PROJECT ON NONCOLLEGIATE-SPONSORED INSTRUCTION

FINAL REPORT - OCTOBER 1, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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OFFICE ON EDUCATIONAL CREDIT

October 12, 1976

Dr. Charles Bunting
Program Officer
Fund for the Improvement of
Postsecondary Education
Progress Report
400 Maryland Avenue, S.W.
Room 3141
Washington, D.C. 20202

Re: The Proposal: Establishment of a Plan to Evaluate Educational Programs Offered by Non-Educational Institutions.
Grant No. OEG-0-74-7528; Project No.: Z 0064ZA.

Dear Chuck:

I am pleased to submit the enclosed final report in accordance with the terms of the grant. The financial statement will follow under separate cover.

Seven copies of the report and attachments are enclosed. Please note that only two reports contain the full version of the handbook with all its appendices. If additional copies and/or information are required, I will be pleased to furnish either or both.

Regards,

John Sullivan
Director, Project on
Noncollegiate Sponsored
Instruction

Enclosures:
Progress Report
(seven copies)

NOTE: THIS VERSION DOES NOT CONTAIN THE ATTACHMENTS TO THE HANDBOOK.

The Office on Educational Credit, formerly the Commission on Accreditation of Service Experiences, has assumed the CASE functions of administering the GED Testing Program and of evaluating formal military training programs.

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INTRODUCTION

Since July 1974, the New York State Board of Regents (New York) and the American Council on Education (ACE) have conducted a joint Project to provide postsecondary educational institutions with a sound and economical basis for awarding credit to individuals for learning they have attained in formal courses sponsored by noncollegiate organizations. The Project is funded by the Carnegie Corporation and the Fund for the Improvement of Postsecondary Education.

In 1973 the Commission on Nontraditional Study called attention to the scope of educational activity which occurs under the aegis of noncollegiate sponsors, estimating that 13 million adults participate in sponsored formal training each year. The Commission recommended that the ACE system for evaluating military programs in terms of college credit be extended to programs sponsored by other organizations. For many persons, participation in programs carrying credit recommendations raises educational aspirations, sparking interest in further study at institutions of higher learning. Many academic institutions are eager to serve these adult students, but all too often their efforts are frustrated by lack of valid and cost-effective means to assess prior learning in terms of college credit. Moreover, lack of a national system leads to wasteful duplication of assessment efforts by institutions and to varying standards for credit awards. The Project aims to facilitate the colleges' task by establishing an economical national system for relating formal course work taken elsewhere to the programs of colleges and universities.

The Project builds on the system established by the ACE in 1945 to provide credit recommendations for formal military courses, and uses

experience gained in a New York pilot study in early 1974. It focuses on the adult learner who studies in programs sponsored by government agencies, business and industry, unions, and professional and voluntary associations. The process involves the application of policies and criteria, jointly established by the Council's Commission on Educational Credit and the Board of Regents, by teams of subject specialists who generate credit recommendations for the courses, if appropriate. The results are sent to the participating organization and to colleges and universities. The organization sponsoring the courses operates a transcript system to report the individual's performance in the course to colleges and universities.

The Project's establishment as a joint undertaking was designed to identify problems and issues associated with development and operation of a national system to conduct evaluations and report results. Working together, ACE and New York could define the relationship needed between ACE, as the coordinating element, and collaborating agencies in various states participating in a national system.

At the end of the first two years, the Project is ahead of the schedule for development originally proposed in 1974: 15 more course reviews were accomplished than were originally projected for the ACE office; a joint Guide was published six months earlier than originally planned; and, although plans called for model agreements with collaborating agencies to be drawn up by the end of two years, two agencies, the Consortium of the California State University and Colleges and the Department of Education of the Commonwealth of Pennsylvania, are already participating. The Project has achieved national visibility, and a system for the establishment and use of the credit recommendations is firmly in place. The Project is also ahead of schedule in

terms of the development of a national system. The basic purpose of establishing a policy, procedural, and organizational framework for a national self-supporting system has been accomplished, and in addition, implementation of the national system is underway with the collaboration of the two state agencies mentioned above. A second phase extending beyond June 1976 will be required to fully develop the working of the national system. To this end, primary emphasis will be given to establishing self-sufficiency and to the effective dissemination of Project information and results. The Fund has made a grant award for two additional years to the American Council on Education, and the Carnegie Corporation has funded the New York State Board of Regents for three additional years based on the Regents' proposal to proceed jointly with ACE. This continued support will enable the Project to build on the accomplishments of the past two years to achieve a greater level of self-support and to fully implement a national system.

PROJECT OBJECTIVES AND ACCOMPLISHMENTS,

June 1974 - June 1976.

The major objectives of the first two years of the Project were:

1. Development and refinement of criteria and procedures to be used in selecting appropriate courses and programs and in conducting course reviews. In conducting course reviews on an ongoing basis, the Project aimed to achieve visibility among institutions and organizations and to generate significant levels of usage of the credit recommendations by students both in New York and nationally.

2. Establishment of policies and procedures as a basis for a national self-supporting system. As the Project progressed, the objective shifted towards the execution of agreements with collaborating

agencies.

3. Development of a system to disseminate Project information and results.

The following pages summarize the Project's activities of the first two years as they relate to each of the objectives listed above.

1. CRITERIA AND PROCEDURES FOR COURSE REVIEWS:

The criteria and procedures for course reviews have been developed and refined as a result of site visits conducted for 73 organizations through September 1976 by the New York and ACE Project offices. Including the pilot phase, as of this date the Project has reviewed 1,014 courses. The American Council on Education's portion of the effort is represented by 297 courses, resulting in 268 courses receiving credit recommendations and involving a total of 35 site visits to 25 organizations with training sites in the District of Columbia and the following 17 states: California, Georgia, Illinois, Indiana, Kansas, Massachusetts, Maryland, Michigan, Missouri, New Jersey, New York, Chio, Oklahoma, Pennsylvania, Tennessee, Texas, and Virginia. More than 180,000 persons a year participate in the national programs reviewed by ACE to date.

This level of experience in conducting course reviews has enabled the Project to revise the policies and procedures that have governed the Project's operation since September 1974. The refined policies and procedures were approved by the Commission on Educational Credit and the New York Board of Regents in September 1975.

The policies and procedures include:

1. Course selection criteria governing eligibility for review, e.g. course length, nature of participating organization.

2. Evaluative criteria for use in determining credit equivalencies;

3. Policy governing the publication of credit recommendations;

4. Reevaluation procedures for keeping recommendations current.

These include a site visit at five-year intervals for a review of each course for which a credit recommendation has been established, and a submission of updated information on each course at regular intervals within the five-year period. Field testing of the reevaluation procedures has begun.

The Project has also refined the procedures for initiating, preparing for, and conducting course reviews. A handbook (Appendix A) describing these procedures and including all the forms and materials developed to date has been prepared for use by all Project offices to document the practices of the program as they have been developed over the past two years. (See below for further discussion of the handbook.)

Most major technical and administrative procedures for course selection and review, then, have been satisfactorily established and will be further refined as course review activity continues and as the Project receives feedback from users.

2. A NATIONAL SELF-SUPPORTING SYSTEM.

The relationship of New York and the American Council on Education was designed to answer questions about the establishment of a national system. One specific function of the cooperative arrangement was to test a model for a national system. The Project was based on the concept of a coordinated network of collaborating organizations because such an arrangement would provide the decentralization necessary to achieve the Project purposes at the local and state levels while providing the consistency needed to make the system work nationally.

The Project has continued to use this model in the implementation

of the national system. It has exceeded the original goal of devising an agreement for future use with collaborating agencies. As was mentioned earlier, agreements have been signed with the Consortium of the California State University and Colleges and with the Department of Education of the Commonwealth of Pennsylvania (See Appendix B for texts of the agreements). These collaborative arrangements represent a major step in the implementation of a national system.

The collaboration of ACE and New York during the first two years served, in part, as a model for future coordination of the system. Several mechanisms for coordination are in use. The ACE and New York Project staffs maintain frequent contact to insure effective communication and coordination. Policy and procedural matters related to cooperation and coordination are dealt with by a Coordinating Group composed of the Directors of the ACE Office on Educational Credit and the ACE Office of Academic Affairs and the ACE Project Director, representing ACE, and the Associate Commissioner for Higher Education, the Coordinator of Academic Programs, and the New York Project Director (all within the State Education Department), representing New York. Additionally, ACE's Commission on Educational Credit and the New York Board of Regents approve all policies and procedures of the joint Project.

The Project also receives guidance from a joint Advisory Board on such matters as appropriate academic standards for the evaluation system, the reevaluation process, and preparation of the joint Guide. The Board is composed of the following eight persons: Janet Beck, Coordinator of Continuing Education, State University College at Brockport; Martha Church, President, Hood College; J. Douglas Conner, Executive Secretary, American Association of Collegiate Registars and

Admission Officers; Harold Delaney, former President, Manhattanville College, Frank Dickey, Executive Vice-President, University Associates, Inc.; Ersa Poston, Commissioner, New York State Civil Service Commission; Lindon Saline, Manager, Corporate Education Services, the General Electric Company; and Ethel Walsh, Commissioner, the U.S. Equal Employment Opportunity Commission.

An important prerequisite for developing the national system was achieving visibility and support at the state and national level. As was mentioned earlier, ACE's course review activity is national in scope. It has involved 110 faculty members and other professionals as evaluators, representing public and private, 2-year and 4-year institutions in 21 states, as well as noncollegiate organizations. The ACE Project staff works with national educational associations both to secure nominations for evaluators and to relate the Project's activities to the educational community. Cooperative groups and associations are as follows: The American Alliance of Health, Physical Education and Recreation; the American Assembly of Collegiate Schools of Business; the American Association of Community and Junior Colleges; the American Society for Engineering Education; the Council on Postsecondary Accreditation; the Council of Graduate Schools in the United States; National University Extension Association; and the University and College Labor Education Association. Articles written by Project staff have appeared in the Journal of the American Society for Training and Development, in Engineering Education, and in ACE's Educational Record. Articles on the Project have appeared in both the New York Times and the Washington Post (see Appendix C) as well as in Manpower and Vocational Education, Personnel Advisory Bulletin, AIM -- Monthly Management Memo, in the National Report for Training and Development, and in the Contributions Executive.

In an effort to achieve visibility and measurable levels of course review activity in selected metropolitan areas, ACE retained consultants to represent the Project in the Chicago, Boston, and St. Louis areas. The representatives of the Project are able to reach a large number of organizations that otherwise would be inaccessible to Project staff because of the limitations of time and money. This arrangement has enhanced the flow of information about the Project. Productivity and cost effectiveness are not yet clear.

As the system develops, attention is turning towards the role of coordination in the national system. The question of quality and consistency throughout the system will become a major focus in the near future. These issues will be addressed through several mechanisms:

1. Policies and procedures will be updated and expanded as required by the development of the system.

2. In order to ensure that the staff member provides the necessary consistency in the course review process, ACE is orienting the staff members from collaborating agencies to prepare and conduct course reviews. The handbook has been devised with two purposes in mind: First, it explicates the Project's policies and procedures as they apply to the course review process so that the new staff member can apply them in such a way as to be consistent with the New York and ACE offices; and second, it will facilitate the task of the new project office in establishing procedures for its operations. At this stage, the attached handbook is undergoing continuous revisions; comments from the collaborating agencies will no doubt occasion revisions.

3. As the collaborating agencies accomplish course reviews, the Project will review the results before including them in the national registry (a listing of all courses evaluated by all project offices)

and in the Guide. In this way, tendencies towards inconsistency can be spotted and discussed.

Another question related to the development of a national system is the issue of self-support. After less than a year, the Project began to charge participating organizations for the expenses associated with the preparation and the conduct of the site visits. Generally, the fees have ranged from $1,500 to $2,200, which covers reviewers' honoraria and travel expenses, staff time and expenses and other administrative costs. Determining an appropriate standard charge for the site visit is now being carefully considered. On the basis of recent analysis, the Project will probably increase the charge for a site visit, an idea supported by some of the participating organizations, who agree that if the Project is to approach self-sufficiency, the charge for the site visit must cover more than direct expenses and a small portion of staff time. An annual service charge designed to help defray the expenses incurred after the credit recommendations are established is also being explored. It is likely that the ACE portion of the Project will move ahead with this idea within the next few months.

Another source of revenue that has been developed is the sale of the national Guide. Since the Guide was published in April, the Project has sold 2,432 Guides at $6.00 a copy. ACE's share of the Guide sale is 1,388 copies. As the Project continues, the questions of self-support for the ACE office and the financial structure of the national system must be dealt with.

In brief, the Project has made considerable progress towards the establishment of a national self-supporting system. The collaborative arrangements with the Consortium of California State University and Colleges and with the Department of Education of the Commonwealth of

Pennsylvania represent a major step in the implementation of a national system. The Project has laid the groundwork for future development of the system and for financial self-sufficiency.

3. DISSEMINATION OF PROJECT INFORMATION.

The concept of national distribution of credit recommendations was established early in the Project. In March 1975, under a covering letter from Roger W. Heyns, President of ACE, a jointly sponsored national distribution was made of the New York Guide, which listed credit recommendations for 95 courses established during the pilot study, and a pamphlet describing the Project. A joint national Guide containing credit recommendations for 631 courses offered by 38 organizations, was published in April 1976. This annual publication will serve as a registry of nationally endorsed recommendations. Copies of the Guide were sent to the Fund shortly after the proposal for renewal funding was submitted in March 1976. (Two additional copies are enclosed). The ACE Project office distributed approximately 3,500 free copies to accredited colleges and universities and to participating organizations outside New York. A like number was distributed free within New York by that Project office. Both offices are selling the remaining copies. To publicize the Guide, ACE printed a special promotional brochure that describes the Guide and how it relates to Project activities. This brochure was mailed nationally to libraries, counselors, department chairmen in selected disciplines, and to educational organizations and associations. In addition, a "Sample Guide" was printed to encourage sales of the complete Guide. This sample edition contains all the prefatory materials, an index of the courses and organizations, and some sample course exhibits. The sample Guide will be distributed at meetings and conferences and mailed out in response to inquiries about

the Project. Additionally, a revised and updated edition of the informational pamphlet was recently printed (Appendix D).

To supplement the Guide, each office operates an advisory service to respond to inquiries and also employs the OEC Newsletter to report combined Project results and program information. The newsletter is distributed three times a year to 21,000 recipients in some 3,000 institutions and participating organizations. Additionally, Project staffs have produced three articles for national publications (as was earlier mentioned) and have made numerous presentations at national, regional, and local meetings and conferences. Staff have participated in meetings of the following organizations, among others: American Association of Collegiate Registrars and Admissions Officers, American Association of Higher Education, American Society of Association Executives, American Society for Engineering Education, Cooperative Assessment of Experiential Learning, Michigan Association of Collegiate Registrars and Admissions Officers, American Society of Training and Development, Middle States Association of Colleges and Secondary Schools, North Carolina Institute of Faculty Development, the Council on Postsecondary Accreditation, Governor's Conference on Adult Education (Massachusetts), and the National Education Association/Industry Forum.

During the second year, the Project began to emphasize working with participating organizations to disseminate information. To assure maximum utilization of the credit recommendations, students must be informed of the course review results. The organizations are responsible for informing the course participants about the credit recommendations, but the Project plays a continuing and active role in guiding the organizations in their dissemination activities. The credit recommendations are made available for use immediately after the course review,

and participating organizations are advised to publicize them as soon and as widely as possible. The Project will work closely with participating organizations to develop guidelines and suggestions for disseminating information to the users of the credit recommendations. The Project staff has also been working with the participating organization on the development of their record-keeping system, providing them with formats for the development of a transcript and with a form to collect data from students on the outcomes of their requests for credit. The participating organizations, key elements in the dissemination process, will continue to explore and develop ways in which they can improve the Project's communication with the users of the credit recommendations.

The Project is also taking an active role in providing information at the request of participating organizations to colleges where students are known to be requesting credit. As more information is obtained about institutional policies and practices for granting credit, the Project can be more specific and discriminating in the information provided to colleges and universities.

Under a one-year contract with the National Institute on Education, effective June 1976, the New York Project Office is conducting a follow-up study on how the credit recommendations are being used in New York State. ACE is participating in the study by administering the advisory panel that oversees the effort.

Another indicator of national visibility has been the number of inquiries received by the Project. The ACE office alone has responded to more than 1,000 inquiries for information or credit recommendations from educational institutions, business organizations, and government agencies nationwide. In recent months, requests from academic institu-

tions have increased and have shifted from general inquiries to requests for specific information on credit recommendations.

During September 1976, the Project began efforts to determine which colleges and universities have granted credit for noncollegiate course work. Through telephone and written inquiries, the Project has to date compiled a list of 28 institutions which have granted credit for noncollegiate instruction. Although this list of institutions is small, the Project expects the list to increase as the office's contact with the academic community continues to increase. Further, the staff is conducting an informal survey of 200 students who have requested transcripts of their training to determine if they received credit for their noncollegiate training; if so, from what institution; and if the ACE credit recommendations assisted them in receiving credit. The results of this informal survey, and any undertaken in the future, will provide information on the uses being made of ACE's credit recommendations and on institutional practices on granting credit.

As the coordinating role of ACE emerges, the need for the ACE office to also become a clearinghouse of information for organizations, students, and educational institutions is increasingly clear. The Project's evolving role in the dissemination process encompasses not only the dissemination of information itself, but also assisting the dissemination efforts of others, and serving as a clearinghouse of information. The Project will turn its efforts to identifying and reaching the audiences that are affected by the Project -- academic institutions, adult students, and noncollegiate organizations, as well as others that have not yet come into focus.

CONCLUSION

The Project is on schedule at the completion of its first two years.

In fact, some of the objectives of the original proposal have been exceeded. For example, the number of course reviews exceeded the original projection because the Project began conducting course reviews earlier than originally planned and kept up a sustained level of activity throughout the first two years. Also, a planned moratorium of course review activity for the purpose of analyzing the "pilot" reviews proved unnecessary because (1) the experience of the New York pilot project in 1974 and of the 30 years of ACE's military course evaluations provided a solid foundation, and (2) it was found that the best way to improve the process and to refine the policies and procedures was to continue to conduct course reviews.

Technical issues associated with the course review process are generally well in hand, and the Project has begun to implement a national self-supporting system with the participation of agencies in California and Pennsylvania. The principles underlying such a system are clear, and over the next two years, the Project will concentrate on making the coordinated system fully operational and on the questions of self-support for the ACE office and the financial structure of the national system. The continued grant support by the Fund will enable the Project to explore more deeply the means to achieve financial self-sufficiency and to generate the levels of course review activity that will broaden the scope and the impact of the Project. The first two years have given the Project national visibility and support, which will have to be further strengthened over the next few years. The dissemination efforts have been effective, but there is a great deal to be done in this area; the Project must now devote its dissemination efforts to even greater involvement with the participating organizations' efforts to reach students, and to its role as a clearinghouse for a national

system. The work of the first two years has enabled the ACE Project office to launch the program, to establish the policies and procedures for operating a project office, and to develop that aspect of its own functioning. In addition, ACE has begun to deal with the issues involved in coordinating the national system.

HANDBOOK

INTRODUCTION

The purpose of this handbook is to guide staff members of collaborating offices of the Program on Noncollegiate Sponsored Instruction in operating a program office and especially in arranging and conducting course reviews. Its aims are two-fold: first, it will enable staff members to benefit from the experience of the American Council on Education's Program office in operational matters; second, but by no means of second importance, it aims to ensure the greatest possible consistency throughout the system of Program offices. This point is crucial: the key to consistency in the system is the staff member. The Program's Policy and Procedures are the foundation of the system, and like most documents intended to be cornerstones, requires some interpretation and explication. It should be said at this point that nothing is immutable in this system, even the cornerstone. Your experiences and advice will form the basis for the evaluation of policy and procedures. The following pages provide the supplementary information -- on an operational and policy level -- that should lead to the consistent application of the Policy and Procedures in the various Program offices. This is especially true of the course review process -- the guidance provided to the team by the staff member is the most important factor in consistent outcomes.

The handbook assumes the reader's familiarity with the Program's purpose, origins and structure. This background information is supplied in the pamphlet "The Program on Noncollegiate Sponsored Instruction", and the article in the Educational Record (Attachment 6,) as well as other Program materials.

I. CONTACTING ORGANIZATIONS

Establishing contact with organizations that might participate in the Program is the foundation of the Program's operation. Interested organizations may come to the attention of the Program in a variety of ways. For example, letters of inquiry from noncollegiate organizations will constitute a ready-made pool of potential sponsors. It is helpful in the management of information within a Program office to keep records on the source of inquiries. (Often inquiry letters will cite their source of information on the Program or phrase an inquiry in such a way that staff can identify the language with a particular bit of publicity.) This information is useful in determining the effectiveness of various publicity efforts.

Standard responses to inquiries can help minimize the workload associated with correspondence (see form letter, Attachment 1.) The ACE office has developed a variety of informational items about the Program (e.g., pamphlets, fact sheet, general descriptive article, Attachments 2-6), which helps to routinize and expedite responses. For example, a sponsor who writes in to inquire about the eligibility of their program should receive a form letter such as Attachment 7, which directly addresses the question of course selection criteria. Course selection criteria are also dealt with in "Procedure for Course Review" (Attachment 8, which is a detailed description of the course review process prepared for the participating organization.

A form letter is also useful for contacting organizations that know nothing of the Program (See Attachment 9.) The letter should be addressed to a specific individual, preferably the training or personnel officer. It is generally advisable to end the letter saying that you will follow up with a phone call. If the person to whom the first letter is addressed is not the right one, find out who is and

follow up. Ideally, the letter should reach a person who will be personally interested in the Program and who is in a position to make a decision about participating. The positions and titles may vary -- vice president for personnel, training director, manager of human resources etc.

FOLLOWING UP

If time permits, replies to letters of inquiry and unsolicited contact letters should be followed up with a phone call a week or two later. At this time the staff member can get a sense of the organization's interest in the Program and of the likelihood of a course review materializing. This conversation should reveal what that organization does in the way of training and should explore possibilities for course review. At this point, the elements of the course review process can be explained and the staff member can get a reading from the organization. Preferably, this phone call can be used to set up a meeting, at which time the process can be explained in detail.

II. EXPLAINING THE PROGRAM TO ORGANIZATIONS

Although the organization has received information on the Program, it may be necessary to review what the Program is, where it comes from, ACE's relationship with New York and cooperating agencies, Office on Educational Credit's history of Military Evaluations, etc.

In addition to explaining the Program's purpose and history, the staff member should describe the course review procedure as completely as possible. The organization will want to know what workload is involved, what is the time element, and the price, among other things. Starting from the beginning, the following points should be covered: the organization chooses the courses it wants to have evaluated (in accordance with Program course selection criteria as outlined in "Procedure for Course Review;") five to ten courses can be reviewed in

one day, up to twenty in two days; unlike the accreditation procedure, the course review does not entail a great deal of paperwork -- only the completion of the Questionnaire on Administrative Setting and Information for Course Review; the organization's major task in preparing for the course review is to assemble 3 sets of materials for each course; the amount of time that will elapse between the completion of the forms and the conduct of the course review depends largely on the time required by the organization to prepare -- the Program office needs a month to six weeks to assemble a team; the participating organizations may nominate reviewers; the results of the team's work will be presented to the organization at the end of the site visit; the credit recommendations can be retroactive and are immediately available for use by the organization.

It is important to make the responsibilities of the sponsoring organizations perfectly clear; these responsibilities include: 1) completing forms in preparation for the review, (Attachments 10 & 11, Information for Course Review and Questionnaire on Administrative Setting), 2) obligation to keep records and issue transcripts for students applying for credit, as well as to keep track of the request for transcripts by students, 3) payment of expenses associated with the conduct of the course review, and payment of an annual maintenance fee for the processing of each entry into the Guide, 4) Annual Questionnaire (Attachment 12), on each course to determine if current credit recommendation should continue to apply, and 5) five-year reevaluation by one member of the original team and staff member at a site visit. The requirements are system-wide and must be fulfilled by all participating organizations. They are detailed in a letter of agreement with a participating organization (See Attachment 25).

III. WORKING WITH THE ORGANIZATIONS

DETERMINING AN ORGANIZATION'S ELIGIBILITY

In order for an organization to be eligible to participate in the Program, the staff must determine that it does not exist solely for the purpose of delivering or selling education. Education should not be a primary mission of the organization, and it should be available primarily to its employees or members. The staff must also be satisfied that the organization has a well-organized, professionally administered educational program. This judgment is later corroborated by the review team during the site visit. The items in the Administrative Questionnaire represent the areas of the administrative setting that should be discussed by a representative of the organization. He or she should explain to the staff member the procedures for developing and revising courses, for selecting and evaluating instructors, and for maintaining and issuing records. In general, it will be clear whether the organization has a soundly conceived and administered educational program. Weaknesses that are not evident at this stage of inquiry will show up in the review of courses. (For example, insufficient contact with other professionals in the field or lack of external review of a training program might show up in outdated course content.) There are no absolute criteria for making the judgment as to whether the administrative setting is adequate. If the procedures for quality control seem sound, then proceed with a review. If the staff member has erred grievously on the assessment of the administrative setting the review team should pick this up. It is highly unlikely, however, that this back-up judgment will have to be invoked.

COURSE SELECTION

At this point the staff member will want to go over in detail the courses offered by the organization and their appropriateness for re-

view. The organization should consider its personnel priorities in choosing the courses to be reviewed. What population of members or employees could benefit most from credit recommendations? Are there courses whose participants would be motivated to pursue higher education by learning that they are capable of college work? Similary, credit recommendations might help some students to pursue graduate study if credit for training courses could waive prerequisites. The organization will have to bear the major responsibility for assessing whether its courses are at the postsecondary level. If there is substantial doubt, a consultant can be hired by the Program office to review them.

Also to be considered at this time is the possibility of grouping courses that are too short to be reviewed by themselves for a minimum length requirement. Great care must be taken in grouping courses, however. First, the course must form a logical educational sequence whose multiple components are generally completed by students -- in other words no artificial constructs. Second, under most circumstances do not group very short courses (such as five one-day courses), since it is highly unlikely that they will form a logical sequence. Further it is unlikely that there will be any credible evaulation of student performance in this kind of arrangement.

Another kind of grouping is the "batching" of types of courses for purposes of review. Thus, a series of courses in the electrical engineering area and in the automotive technology area could conceivably be reviewed by a single team of broad-based technical educators with each member having strong expertise in one particular area. These combinations can be tested out as the staff member assembles a review team. It may be that subject-matter specialists will indicate that certain courses simply cannot be included.

If the organization is ready to commit itself to a review, this meeting should end with setting a tentative date for a site visit. It should be no sooner than six weeks from that day. An individual in the organization should be designated as liaison with the Program office for the review.

COOKING PHASE

More often than not, this interview will end without a commitment from the organization. The decision to go ahead with a course review generally must be approved by several people in the organization, and this process can take time.

This "cooking phase" can last anywhere from a month to a year or more. It is important to keep getting back to the organization to find out if there is still interest. A call every month or two will serve as a reminder. Often board meetings, executive director meetings, and the like will be necessary for approving a course review, so long delays may ensue. A second meeting may be necessary with other people in the organization. If this is the case, do not hesitate to go through the entire scenario of the first meeting.

IV. SETTING UP A REVIEW

ASSEMBLING THE REVIEW TEAM

Ideally, the staff person should have the completed course review forms in hand when beginning to assemble a review team. However, it is possible to assemble a review team with a list of courses in hand and a short description of each, (this description will be needed as a reference point when talking to potential reviewers).

The starting point in setting up a review team is the participating organization. Often, the organization will be anxious to involve specific institutions in the area. If the organization has had a working relationship with a particular institution, it should be represented

on the team. The staff member should find out which colleges the organization's members or employees are attending (and where the organization is spending its tuition reimbursement funds.) Those institutions should also be represented on the team. Organizations can also provide the best guidance on the academic disciplines that the courses represent. However, they are not infallible on this question and staff should double check the type of reviewers called for against the descriptions of the courses being reviewed.

For continuous referrals of reviewers, the staff person who has the ongoing function of assembling review teams should be in touch with deans and chairmen in local universities and with local chapters of professional societies. Referrals from national professional associations can be coordinated through the ACE Program office. The ACE office keeps an office-wide list of experienced evaluators drawn from all over the country that you can draw upon. Reviewers who have participated in the Program are an excellent source of referrals.

Obviously the first criterion in selecting a reviewer is his or her attitude about the goal of the Program. It is important that the reviewer's educational philosophy be consistent with what the Program is trying to accomplish. If during initial conversations with a potential reviewer, the person gives ambigous signals, it is advisable to ask quite directly if he or she has misgivings about the Program's goal and give that person the opportunity to bow out at that point. Other criteria for selection of reviewers are specified in item 9 of the Policy and Procedures (Attachment 13.) A checklist of qualifications can be used in interviewing the potential reviewer by phone (See Attachment 14.) A team should be balanced between representation from two-year and four-year institutions, private and public (although this is much less important than the two-year/four-year balance.) A "practitioner"

should also be included on the team when feasible. The practitioner should be a person from the noncollegiate sector who is not currently on an academic faculty but who is involved in teaching adults i.e., a noncollegiate trainer, and who has some familiarity with the academic scene.

Establishing contact with reviewers can be a laborious process. It is sometimes helpful to send out a letter explaining the Program and stating that you will call in a few days to see if he or she would be interested in being a reviewer, or have suggestions for other reviewers. This prefatory letter conveys the background information that is difficult to explain all at once on the phone. The follow-up phone call should determine if the person is an appropriate choice and willing to participate. If, when calling around you get a referral from a chairman, dean, etc., you might want to follow up with a thank you letter (See Attachment 15), with some information about the Program. This letter serves a double purpose of acknowledging that person's assistance and publicizing the Program. A standard letter (Attachment 16) can also be used for the same purpose for a person who is invited to participate in a review but could not attend. If the person is amenable, file his or her name for future review. Asking for a resume for future reference is also helpful. When the team is complete, make a definitive list of members of that team, with mailing addresses, titles, and phone numbers, (include the home address on that list if reviewers prefer to use that for mailing.) An official letter of confirmation with information about the Program and the courses they will be reviewing should follow that phone conversation. (See Attachment 17.) The ACE office includes in the following items in the letter: information pamphlet, "Orientation for Reviewers" (Attachment 18), forms for expenses and honorarium, the Guide (sometimes under separate cover).

A completed course form for each course to be reviewed and travel instructions, if necessary, can be sent to the reviewers directly by the organization.

In the meanwhile, the staff person should be in constant touch with the contact person at the organization to answer questions and supply information about their preparation for the review. A list of the reviewers should also be sent to the sponsor for expedition of course forms and travel instructions. It is essential to keep reminding the participating organization that documentation for the review is of utmost importance; it must be complete and well organized. It cannot be said often enough that the better the organization's preparation, the more thorough and fair the evaluation will be.

V. THE REVIEW SESSION

BEFORE THE REVIEW

A staff person might want to go to the training site the day before to look over the organization's preparation and make any last minute plans for the review. This visit renews personal contact with the organization and will prevent any awful surprises on the day of the review.

At the review, it is sometimes helpful if the review team and the staff member spend a few minutes alone for a brief introduction and prelude to the orientation. Logistics will not always permit the review to open the session with the reviewers alone. If this is the case, these preliminaries can be either dispensed with or dealt with in a group setting. The purpose of this session is to introduce the reviewers to each other, explain the composition of the team and describe the days to come. A little general background about the Program might be in order, depending on how much they already know. The staff member should ask for questions about procedure, but postpone substantive

questions until later.

This session generally lasts no longer than 15 minutes. The representatives of the sponsoring organization should join the group at this point.

The next phase of the introductory session is an important part of the review and should always take place. A representative of the organization makes a 15 to 20 minute presentation about their training activities. This talk should describe the overall administration of the program, touching on items covered in the administration questionnaire. Since the reviewers have not seen this questionnaire, this will all be new to them. The team should be encouraged to ask any questions that they would like to satisfy themselves about the quality of the program. It is also appropriate for the staff person to ask questions that the reviewers have failed to raise and that might be important in their understanding of the program.

This session usually lasts an hour to an hour and a half. The conversation will probably wander, since the reviewers and the representatives of the sponsoring organization will have a professional and human interest in exchanging information and chit chat. The dialogue serves to open the lines of communication and is a process of mutual discovery as well as orientation. The staff person should try and keep the agenda moving without squelching anyone's desire to speak or be heard.

WORKING WITH THE TEAM

When this session is over, the staff person should speak to the team further before starting to review individual courses.

In order for the course review to have any meaning, the two phases of the orientation must be accomplished -- meeting with the representatives of the organization and the orientation of the team to the

review process. Reversing the order described here has never been tried by the ACE office, since there seems to be a certain logic in this sequencing. This sequencing is not sacred, however.

The issues described below can be introduced in the orientation session or can be dealt with as they arise. The staff member should be careful not to confuse things unnecessarily by anticipating too many issues. Many problems, questions and debates that arise in the course of the evaluation can be treated if and when they emerge. The outline in "Orientation for Reviewers: (Attachment 18) can serve as a guide.

The staff member should define the task of the team, which is in short, to decide whether to recommend courses for credit and if so, how much. It is advisable to have the team review the first few courses as a group, and then, if it suits them, divide up the work, with each member taking responsibility for one or more courses. Most often teams will work as a group throughout the review. The staff member should go over the credit categories at this point (referring to the Policy and Procedures.) The following comments might be made:
1) Vocational Certificate Category. This is the most ambiguous category and generally teams avoid it if they can. Most organizations either do not have or do not present vocational-type courses for review, since they are interested in "college credit." Thus the ACE and New York offices have made relatively few recommendations in this category. If you are reviewing very procedural, technical courses, be sure to have a vocational educator on the team. The vocational certificate category is often used in conjunction with the lower division category, to signify a very technically oriented, procedural course that is marginal in terms of its transferability. A recommendation in this category will inevitably cause consternation on the part of the organization, since it seems to be

less than collegiate. It is difficult to answer the organization's questions about applicability of a recommendation in the vocational certificate category. Some community colleges will accept it into their associate degree programs, others will not. Unless a course is highly procedural (hands on) the lower division baccalaureate/associate degree category should be used. Reviewers from community colleges will usually have conflicting opinions on the meaning of the vocational certificate category. 2) Lower Division Baccalaureate/Associate Degree Category. This category signifies any work that can be applied to an Associate in Science, Associate in Art, Associate in Applied Science or the first 2 years in a baccalaureate program. Thus, there is no provision made to distinguish between "terminal" and "transferable" courses, since this distinction has become an anathema to many educators. If a course is heavy on procedure rather than on theory, and thus more likely to be found in an A.S. or A.A.S. program rather than in a baccalaureate program, this can be indicated in the course description. 3 & 4) Upper Division Baccalaureate and Graduate Categories. Correspond to the classical definitions of these categories and should pose no problem.

Sometimes, a team will be hard put to make a choice between lower division or upper division or between upper division and graduate categories. Reviewers do have the option of making a credit recommendation in two categories, (e.g. "in the lower division baccalaureate/associate degree category <u>or</u> in the upper division baccalaureate degree category") but before doing this they should be absolutely convinced that they cannot pin it down to one particular category.

Credit categories should be assigned with the following consideration in mind: 1. Is the material covered introductory or specialized? If no prerequisite introducing the subject matter is necessary, the

course is likely to be at the lower division. Similarly, if a course builds on a foundation of basic concepts, it would be in the upper division category. 2. At what point is the course usually given in the collegiate setting? The first question should override the second. It is entirely possible to do upper division work in the first two years. This is especially true in the community colleges, where specialized work in the major may be accomplished in the second year of the program.

The staff member should also talk about the team's job of writing a course description that will appear in the Guide. It is essential to impress upon them that this description will be the permanent public document concerning the course, and that care must be taken to make it as accurate and complete as possible. Moreover, the description may serve as a basis for further assessment of a student's learning by the receiving institution. The work sheet in attachment 19 should serve to record the description of the course. A note on mechanics: The staff person should fill in all the administrative information, and have the review team write in the rest. The entry "dates" should provide the following information: first date indicates the time from which the recommendation first applies (date when course was initiated). The second date indicates the time at which the recommendation ceases to apply (date when course was discontinued, replaced or updated.) "Present" as the second date, signifies that the course is still offered in the same form and the recommendation still applies. The description of the objective and instruction can be handled in several ways. The staff person can serve as a recorder as the team composes, or one team member can scratch out a draft which is then looked over by the other members of the team, and then cut and pasted or copied by the staff person. A blackboard or newsprint

is useful for writing up the course description which can then be revised by the team. The objective should begin with "to" using such phrases as "to teach the participant", "to provide the candidate" etc. The instruction should list the topics covered and the last sentence should indicate the methodology e.g., "Lectures, discussions, group exercises and case presentations are used", or "Methodology includes..." It is important that the team check over the final version on the worksheet for accuracy.

Another issue that should be mentioned before looking at the first course is the uses of credit recommendations. If a course has no clear parallel in a university setting but is nonetheless at the postsecondary level, the review team should recommend it for credit. A thorough description will help the Guide users figure out if the course can be accepted for credit by that institution and applied to the candidate's program. The question of a course's equivalent in a collegiate institution arises most often in relation to a course that has fragmented coverage of a lot of different subjects -- a bit of physics, math, chemistry and others that cut across the lines of several conventional departments. The credit recommendation should simply designate a broad area -- 3 semester hours in Physical Science (rather than Engineering or Math) or in Social Sciences (rather than in History or Sociology).

THE ROLE OF THE STAFF MEMBER

The role of the staff person throughout the review is to guide the reviewers in making an objective evaluation and in applying the Program guidelines while following their own professional conscience. The team members will no doubt need some active guidance in switching their mind-set from the conventional college setting to the training setting and an adult population. It is important that the team understand how organizational training differs from traditional college

study, that is, motivation of working adults to apply learning to their jobs, rewards for achievement within the organization, reinforcement of learning in the work setting. Some of these issues are outlined in the "Orientation for Reviewers." Another important characteristic that should be brought out is the level of experience of the course participants. Thus, a course that appears limited in scope or superficial may be a more complex course than meets the eye because of the work experience of the course participants. The role of the staff person is to bring these factors to light and to put them into perspective.

The most crucial function of the staff member is to insure consistency from one review session to another.

This is accomplished by explaining the process for arriving at a credit recommendation, as well as providing a new team with the benefit of the experience of past teams. The staff member can transmit the insights and mistakes of a past team to a future team, and thereby not only provide consistency, but save time and effort for unseasoned teams. The staff person's experience with a variety of reviews enables him or her to ensure that the reviewers do not stray from the Program's guidelines. For example, a team may have a rather narrow notion of what constitutes an acceptable evaluation of student achievement, restricting it to a pencil and paper examination or a formal paper. The staff member might describe other site visits, where the same issue may have arisen and been resolved in a particular way (usually by the reviewers working through the different situtations for the adult in a training program, where small group work, constant interplay, and a high level of motivation are present.) Similarly, if the amount of credit seems very disproportionate to the time spent in class (while time should not dominate the consideration, it cannot be ignored), refer to similar courses in your experience or

listed in the Guide. It is helpful to review comparable credit recommendations and bring them along for reference.

It may be useful to keep notes on each review for the first dozen site visits to keep track of issues that arise during the reviews and how they are resolved. No doubt certain patterns will emerge from this log that will facilitate future reviews.

It is important that the staff member be sensitive to the backgrounds and biases of the individual reviewers. The staff member can challenge the reviewers' assumptions by playing the devil's advocate, and thereby bring out issues that the team can pick up and explore. While the role of the staff person is not to be an advocate for one position or another, for or against granting credit, he or she can take an active role in a team's discussion if the evaluation process is at issue. The more experienced reviewers on a team, the more the team will be able to sort out and anticipate the issues by themselves. However, the experienced reviewers may naturally tend to dominate the others because of their familiarity with the process. The staff person should be sensitive to this possible imbalance, and be sure that all views get aired.

THE GROUP PROCESS

Professional review, accomplished by a team of subject-matter specialists, will inevitably involve some group dynamics.

We have already mentioned the problem of the more experienced reviewers tending to dominate the process. Personalities or academic standing may also have an effect on the review process. Age, senority, perstige of the reviewer's affiliation, or inflexibility may allow one team member to have a disproportionate effect on the group. Again, the staff member's role is to encourage the others to think independently and be heard in spite of any possible domination by one member

of the team. By the same token, a team can fail to break out of its shared viewpoint, either because all the members are comfortable with the same set of assumptions and biases, or because no one wants to rock the boat. This may be the time for the staff member to play the devil's advocate. It is difficult to pinpoint the various kinds of circumstances that may arise in a review session, but the staff member should always be aware that this is a very human process and subject to all kinds of interferences from the byplay among the team members, or between the team members and the organization.

REACHING A DECISION

Infrequently, a team will be unable to deal with a course. It may turn out that the content of the course is really beyond the expertise of the team. If this is the case, the course should be "deferred" -- set aside for another review. Another reason for deferring a course is lack of information on which to base a judgment.

A team's decision should be unanimous. In general, teams reach a concensus with very little difficulty. Occasionally, there will be considerable differences which are slowly resolved by back and forth discussions during which the reviewers move closer to a consensus. If there is a significant discrepancy in the team members' opinions, the staff member may want to take an active role in sorting things out. There has never been a "hung jury" at an ACE course review, and unless the conflict seems utterly irreconcilable, the staff member should keep pushing for a resolution.

WRAPPING UP THE SITE VISIT

When the team has completed its work, it should review the decisions and the credit recommendations. The amount of credit recommended may be changed at this point, since looking at a whole array of credit recommendations may sharpen the team's thinking or reveal some gross

discrepancies. A useful means of review is to list the course title, length and credit recommendations for all the courses reviewed on a blackboard or piece of newsprint. The course displays should be carefully reviewed for accuracy and clarity. Keep these worksheets for the permanent record. Errors that are not caught at this point will be much more difficult to correct later. For each course not recommended for credit the staff person should obtain a clear statement explaining the decision. The category checked on the reverse side of the worksheet should be supplemented with a statement about that particular course. The staff member must impress upon the team that the decision not to recommend credit is as important as the decision to recommend credit; and that the organization will want to know the reason for the decision. These statements should also be reviewed prior to meeting with the representatives of the sponsoring organization.

After this review of the results, the few last housekeeping details can be tended to -- information about expenses, rectification of any errors in the list of the reviewers, and arranging for a letter acknowledging the team member's contribution to someone in that person's institution or organization. ACE uses the acknowledgment letter for the double purpose of bringing the reviewer some recognition in his or her home environment and acquainting more people with the Program. Attachment 20 is a draft of that letter that is shown to the reviewer's, with a list of those persons to receive the letter that is completed by the team members.

THE FINAL ACT

The final phase of the site visit is to report the results of the review to the participating organization. Regardless of the steps taken to assure the organization that there is no correlation between fine

training and academic credit, the connection is always made. It is important that the team members be sensitive to the implications of the review, since it is their professional judgment that determines the outcome. If these sensitivities will manifest themselves anyplace, it will be at the wrap-up session. The staff member can summarize the results and then open the floor for general discussion-questions, comments, or whatever else arises. Needless to say, the organization's reaction to the team's decision will set the tone of this discussion--be it surprise, pleasure, anger or disappointment. Whatever it is, the organization should be fully informed of the basis for the decisions and appreciate that the review process is neither arbitrary or capricious. A frank discussion is in order no matter how the results turned out. The organization may want some feedback on the courses since the site visit represents a good opportunity to have a panel of outside subject-matter specialists react to the courses. (However, other organizations are extremely sensitive to this "intrusion" of outsiders.) If the organization asks the team for feedback, most often the team members are pleased to respond. But the members of the review team should fully understand by now that their task is to "prospect for academic credit" and not to supply gratuitous criticisms and advice on running a noncollegiate training program. While this may seem like a very elementary observation, and perhaps even like an insult to the intelligence and sensitivity of the reviewers, it is surprising how often it must be stated.

It is possible but not likely that the participating organization will challenge the team's decision, especially if it feels that some information was overlooked. If this is the case, then the team should hear the organization out and make a decision - to stick to their credit recommendation or not, to change their decision in the

light of new evidence, or to "defer" the course -- put it aside on the basis that it requires further consideration. If the latter option is chosen, provisions will have to be made for the resolution of the issue -- by mail, phone or visit.

AFTER THE REVIEW SESSION

Back at the office, four tasks must be completed 1) Type up a draft of the course displays, proof them against worksheet. 2) Send out thank you letters to the reviewers (See Attachment 21.) Attach a draft of the results to the members of the team (or designate one reviewer to the "reader" for the group.) Reviewers should look over the results and to get back to the staff member with corrections or suggestions by a specific date. 3) Send acknowledgment letters to person(s) designated by reviewer. A draft of the results should also be sent to the sponsor, again specifying a return date.

When all the corrections are assembled, the final results can be prepared. Any display that is retyped should be proofed again.

USING THE RESULTS

An official letter to the sponsor accompanies the final results (Attachment 23.) The letter provides instructions on using the credit recommendations and should be supplemented by regular contact with the Project office.

It is essential to ask the participating organizations to keep records or requests for transcripts (See Attachment 24.) They should be provided with a form to facilitate their task. They may want to modify it to conform with their own in-house procedures. The purpose of this record-keeping on the part of the organization is to enable the Program to collect data on the use of the credit recommendations. The reliability of the Program's data collection will depend on the completeness and the accuracy of the organization's record-keeping,

so it is important that the organization be encouraged to be as thorough as possible.

VI. UPDATING THE RESULTS

THE PERMANENT RECORD

A permanent record must be kept for each course review. Without it, the credit recommendations cannot be updated in future years. The record captures what you saw at the time of the review. Thus, the contents are Questionnaire on the Administrative Setting, Information for Course Review for each course, worksheets from the review, drafts final typed version of the course displays. The drafts of the course displays can be thrown out when the displays appear for the first time in the Guide, especially if your files are getting out of hand. The more historical evidence you have of a course display the easier it is to trace an error, or to rediscover what you really meant a year ago by that sentence that now doesn't seem to make sense.

1. The Annual Questionnaire

The Program office must go back to each organization at regular intervals to determine if the credit recommendations are still valid. At the present time, the ACE office is requesting information on an annual basis. A simple questionnaire for each course (Attachment 12) is sent to the organization. If a course has not changed, the organization's task is quite simple. If it has, the staff will have to make a judgment as to what changes are substantial enough to warrant a reevaluation. The following guidelines should be used in making this decision: content or length changed by 25%; or delivery system changed (classroom to independent study); major change in the administrative setting and such as training headquarters loss of control over delivery in satellite training locations. The response of the participating organization should also provide guidance -- a phone call

to find out the precise extent of the modifications may make the decision clear. If one or two courses have to be reevaluated it is most cost-effective to group them with another review. It would also be advisable to involve a member of the original review team, either at the review or prior to it.

2. Five-year visit

As described in the Policies and Procedures, a "mini site visit" will be conducted at five year intervals. Instead of a full team reevaluating the courses in the same way as at the original review, we have projected a visit by one subject-matter specialist (preferably of the original team) accompanied by a staff member. The staff member will review the administrative setting at this time, and the subject-matter specialist will make a recommendation either to extend the existing credit recommendations or to hold a complete reevaluation; of course, if it is obvious that a new evaluation is necessary, the mini site visit can be dispensed with, since it will only add unnecessary cost.

VII. COORDINATION WITH THE ACE OFFICE

The ACE office will serve as a clearinghouse for information of courses reviewed and credit recommendations established by other Program offices. When the results of a course review are final, a copy of the course displays should be sent to ACE. Additionally, a list of courses not recommended for credit or deferred should also be forwarded. The course displays should be in final form, ready for publication the Guide.

The ACE office will also provide assistance to collaborating agencies in the conduct of course reviews. ACE will have provided staff members of collaborating agencies with training in the course review process, but any other problems that arise can be dealt with by coordination with the ACE staff.

Publicity materials can also be obtained from ACE, including the Guide, and pamphlets. Forms for use in the operation of the Program, which are attached to this paper, can be used as each Program office wishes. Collaborating Program offices should coordinate significant changes in procedures with the ACE office. This communication is essential to keeping consistency in the system, and to enabling all Program offices to benefit from the discoveries and advancements accomplished by others.

ATTACHMENTS

1. Form letter (general response to inquiry)
2. Pamphlets
3. Fact sheet
4. ASTD Article
5. Engineering Education Article
6. Educational Record Article
7. Form letter with course selection criteria
8. Procedure for Course Review
9. Form letter to potential participants
10. Information for Course Review
11. Questionnaire on Administrative Setting
12. Annual Information Request Form
13. Policy and Procedures
14. Evaluator interview form
15. Letter to chairmen
16. Letter to unavailable reviewer
17. Letter to members of review team
18. Orientation for Reviewers
19. Work Sheet
20. Acknowledgment letter to reviewer's institution
21. Thank-you letter to reviewer
22. Sample summary of results
23. Covering letter for final results
24. Covering letter accompanying "Report on Credit Action"
25. Letter of agreement with a participating organization

Proposed Elements of Agreement between
The Consortium of The California State University
and Colleges/American Council on Education

1. The Consortium will organize and conduct evaluations of courses offered by sponsors in California. These courses will be primarily those developed in California for California residents. In so doing, The Consortium will adhere to the policies and procedures developed by the Commission on Educational Credit (COEC) of ACE.
2. In the conduct of such course evaluations, The Consortium will employ only staff members who meet professional standards as set by the OEC.
3. The Consortium will maintain and transmit to OEC such data on the results of the course reviews as may be requested by OEC.
4. The credit recommendations that result from these reviews will, on approval of COEC, be entered into a national registry and published in a national Guide. In the Guide, recognition will be given to The Consortium's contribution to the development of these recommendations. The Consortium is free to publish these recommendations in a separate document for distribution within California.
5. To defray the costs of the project, The Consortium will assess noncollegiate-sponsoring organizations a fee to be established by agreement between The Consortium and OEC and in accordance with fee schedules established by OEC. The Consortium, in turn, will remit a portion of the fee to OEC, the size of which will be determined by joint agreement between The Consortium and OEC in order to help enable OEC to handle costs associated with publication of the results of the course evaluations in its Guide.

California Consortium

June 28, 1974

Dr. Alex C. Sherriffs
Vice Chancellor, Academic Affairs
The California State University
and Colleges
400 Golden Shore
Long Beach, California 90802

Dear Dr. Sherriffs:

I am writing in further reply to your letter of April 21st which proposed that we formalize an agreement under which the Consortium of the California State University and Colleges would become the office in California to conduct the Project on Noncollegiate-Sponsored Instruction. In an earlier reply dated May 18th, I mentioned that I would present the elements of agreement to the Commission on Educational Credit for concurrence. I am pleased to report that at its meeting on June 22nd the Commission endorsed the arrangement as you proposed it.

I am, therefore, pleased to confirm the agreement for the American Council on Education, acting on behalf of the Project on Noncollegiate-Sponsored Instruction which is jointly sponsored by the American Council on Education and the New York State Board of Regents. I welcome this opportunity to invite and encourage you and/or appropriate members of your staff to join the Project's Coordinating Group, where matters relating to policies and procedures of the evaluation system are established.

I look forward to meeting you and to working with you and your associates in this important and promising activity. Best wishes.

Sincerely,

Jerry W. Miller
Director

...R 2 6 Rec'd

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

5670 WILSHIRE BOULEVARD • LOS ANGELES, CALIFORNIA 90036 • (213) 938-2981

OFFICE OF THE CHANCELLOR

April 21, 1976

Dr. Jerry W. Miller, Director
Office on Educational Credit
The American Council on Education
One DuPont Circle
Washington, D. C. 20036

Dear Dr. Miller:

Pursuant to staff work undertaken by Mr. John Sullivan of your office and members of our Consortium staff, I am proposing that we formalize an agreement under which The Consortium of The California State University and Colleges would become the office in California to conduct the American Council on Education's Project on Noncollegiate Sponsored Instruction in coordination with your office. This agreement would go into effect immediately upon receipt of a confirming letter of agreement from you and would last until June 30, 1977.

Under this arrangement, The Consortium of The California State University and Colleges and the Office on Educational Credit (OEC) of the American Council on Education (ACE) agree to the following:

1. The Consortium will organize and conduct evaluations of courses offered by sponsors in California. These courses will be primarily those developed in California for California residents. In so doing, The Consortium will adhere to the policies and procedures developed by the Commission on Educational Credit (COEC) of ACE (Attachment A).

2. In the conduct of such course evaluations, The Consortium will employ only staff members who meet professional standards as set by the OEC.

3. The Consortium will maintain and transmit to OEC such data on the results of the course reviews as may be requested by OEC.

4. The credit recommendations that result from these reviews will, on approval of COEC, be entered into a national registry and published in a national Guide. In the Guide, recognition will be given to The Consortium's contribution to the development of these recommendations. The Consortium is free to publish these recommendations in a separate document for distribution within California.

5. To defray the costs of the project, The Consortium will assess noncollegiate sponsoring organizations a fee to be established by agreement between The Consortium and OEC and in accordance with fee schedules established by OEC. The Consortium, in turn, will remit a portion of the fee to OEC, the size of which will be determined by joint agreement between The Consortium and OEC in order to help enable OEC to handle costs associated with publication of the results of the course evaluations in its Guide.

I look forward to hearing from you and to working with you on what I believe will be an important and fruitful enterprise.

Sincerely yours,

Alex C. Sherriffs
Vice Chancellor
Academic Affairs

ACS:BDB:ll

Attachment A

cc: Dr. Glenn S. Dumke
Dr. George E. McCabe

Agreement between the American Council on Education and The Commonwealth of Pennsylvania Department of Education

Commencing on September 1, 1976 and Terminating on August 31, 1977

Acting on behalf of the Project on Noncollegiate-Sponsored Instruction, which is jointly administered by the American Council on Education (ACE) and the New York State Board of Regents (New York), ACE enters into the following agreement with the Commonwealth of Pennsylvania Department of Education (the Department) for the purpose of evaluating educational courses sponsored by noncollegiate organizations in the Commonwealth of Pennsylvania.

1. The Department will administer a system for evaluating educational courses that are sponsored by noncollegiate organizations located in the Commonwealth of Pennsylvania and designed principally for use by residents of the Commonwealth. In administering the evaluation system the Department will adhere to the policies and procedures of the Project (copy attached).

2. In the conduct of such course evaluations, the Department will employ professionally-qualified staff members who will have completed an orientation program sponsored by the ACE.

3. The Department will be represented on the Project's Coordinating Group where matters relating to the policies and procedures of the evaluation system are handled.

4. The Department will maintain and transmit to the ACE office of the Project such data on the conduct and results of course evaluations as may reasonably be requested.

5. The credit recommendations that result from the course evaluation will, on approval of the joint Project's policy bodies, be entered into a national registry and published in the Project's national Guide. In the Guide, the Department's role will be acknowledged.

6. Whatever monetary charges the Department decides to assess noncollegiate organizations for evaluating their courses will be in line with the practices of the project in regard to charging for course evaluations.

7. The Department agrees to share a portion of the cost of publishing the annual editions of the Guide, if the amount is mutually agreed upon by the Department and the Project. Funds for this purpose may be expended only in accordance with the regulations of the Bureau of Financial Management of the Commonwealth of Pennsylvania. The Department will be responsible for the distribution of the national Guide to higher education institutions and participating organizations in Pennsylvania.

James W. McKee Aug. 16, 1976
Director
Office of Educational Credit
American Council on Education

Commissioner for Higher Education
Commonwealth of Pennsylvania

APPENDIX C

The Washington Post

SUNDAY, AUGUST 15, 1976

University Credits Earned off Campus Gain in Popularity

By Eric Wentworth
Washington Post Staff Writers

Millions of American adults may increasingly find they can gain college credits for education they receive from their employers or professional groups far from the campus classroom.

Courses offered by corporations, government agencies labor unions and associations are being checked out and recommended for specific academic credits by the Project on Noncollegiate Sponsored Instruction, a joint venture of the American Council on Education and New York State Board of Regents.

A project guidebook lists more than 600 credit-worthy courses offered by 38 nonacademic sponsors from the Boy Scouts of America to the Internal Revenue Service to Xerox Corp.

"We're just scratching the surface," says John J. Sullivan, project director with the council—a private umbrella group of colleges, universities and their associations.

Depending on definitions, project officials estimate as many as 13 million adults are receiving formal college-level or less advanced instruction each year under noncollegiate auspices. That would exceed total current enrollment in all the nation's colleges and universities.

In the federal government alone, the General Accounting Office estimates that 960,000 civilian workers received nearly 45 million hours of training in 1972-73—71 per cent of them in courses provided by their own agencies.

Officials at IBM count "several hundred thousand" enrollments a year by employes and customers in various brief or extensive IBM-sponsored programs from basic sales training to graduate study at the corporation's IBM Systems Research Institute in New York City.

Xerox, another high-technology company, has invested more than $70 million in its new Xerox International Center for Training and Management Development near Leesburg, Va., and last year trained 10,600 sales and service employes there.

A few companies actually award degrees. On the lighter side, McDonald Corp. says it has conferred more than 10,000 "bachelor of hamburgerology" degrees on graduates of the fast-food restaurant management course at its "Hamburger University" in Elk Grove Village, Ill.

Arthur D. Little, Inc., in Cambridge, Mass., offers an accredited master's degree in business administration for students from developing countries. RAND, Inc., another research concern, has a small but accredited Ph.D. program in policy analysis. General Motors Institute, founded in 1919 and owned by the automaker, offers recognized bachelor's degrees in four fields at its Flint, Mich., campus where enrollments approach 2,500 students.

Aside from developing inhouse programs, scores of corporations, government agencies and other sponsors have begun arranging with universities to provide courses and full degree programs for employes or members in

the sponsors own facilities. Locally, for example, George Washington University offers master's degree programs at the Social Security Administration offices in Baltimore and to employes of Mitre Corp., TRW and other companies at Westgate/Westpark in suburban Virginia.

But the great bulk of today's noncollegiate adult education is taking place outside the traditional academic credentialing system. The fast-growing, multibillion-dollar enterprise could well have a name of its own: "Workplace University."

The Project on Noncollegiate Sponsored Instruction enlists professional review teams to decide whether individual "Workplace U." courses which are usually job-related, merit the granting of college credits. The teams look at course objectives, content and materials, instructors, duration, student performance measurements and student enrollment qualifications.

While colleges are free to accept or reject these credit recommendations, a growing number were awarding credits for "Workplace U." courses even before they passed muster with project evaluators.

For countless American adults who never finished or even started college when they were younger, these credit dividends can bring a coveted bachelor's degree closer.

Take Stephen Maxwell, 31-year-old Air Force veteran with what he calls a "smattering of college all over the place," possibly amounting to two years' worth of credits.

Maxwell, a technical representative with Xerox here, views a bachelor's degree as "most definitely" a ticket to promotions and higher pay. Hence he wants more than just practical know-how from a six-week course about the Xerox 9200 duplicator which he took this spring at the corporation's Leesburg training center.

The Project on Noncollegiate Sponsored Institution has recommended five semester hours of credit for that Xerox course. And as Maxwell installs or services duplicators this summer, he is looking forward to applying this fall to a local university which he hopes will award him those credits.

Mitchell Roshto, 48-year-old grievances specialist with District 10 of the Communications Workers of America in Birmingham, Ala., received his credit dividend through the project last fall. The University of Alabama awarded him the recommended nine credit hours for a CWA-sponsored staff training course he completed here two years ago.

In providing colleges with a systematic basis for awarding credits for courses in "Workplace U.", the project is expanding on another, longstanding "credit rating" service.

For three decades, the American Council on Education has been evaluating thousands of military training courses and recommending specific credits for many of them. (An Air Force recruiter course, for example, merits two semester hours in salesmanship.)

The council estimates that hundreds of thousands of service personnel and veterans have received academic credits from colleges relying on these evaluations.

As it extends academic credentialing to the civilian workplace, the new project is also riding a broader current trend. Colleges increasingly are awarding credits for life and work experiences, self-directed independent study and other forms of non-academic education. These practices not only meet a public demand but bolster tuition revenue, since credit-seekers must normally enroll in the colleges that award the credits.

Harold L. Hodgkinson, director of the government's National Institute of Education — which sponsors research and development work — sees another trend evolving which he applauds.

This trend involves the development and recognition of two separate credentialing systems — the traditional credits and degrees for academic work, plus a second system to certify attainment of job-related skills and competencies.

Hodgkinson, who studied changes in higher education before becoming institute director, says many Americans are unhappily hobbled in job mobility because they lack academic credentials which are actually irrelevant to their ability to do the work they seek. The approach he favors would base job opportunities instead on distinct occupational credentials.

About Education

Project Reviews Job-Linked Studies To Suggest Worth in College Credits

By EDWARD B. FISKE

Colleges and universities are by no means the only institutions that offer high-level courses of instruction. However, they have had a virtual monopoly on generating academic credits.

Now this is changing. New York State has developed a functioning system whereby students can obtain academic credit for courses given by corporations, the state police, volunteer groups and other nonacademic organizations and institutions.

The program, known as the Project on Noncollegiate-Sponsored Instruction, reflects not only the growing significance of older students in higher education, but a growing belief that the educational needs of a complex society cannot be met by any one type of institution.

"There is a great deal of good education going on in a lot of places other than colleges," said John J. McGarraghy, who directs the Program for the State Education Department. "We feel people ought to get recognition for their learning no matter how it is acquired."

The Project on Noncollegiate-Sponsored Instruction was approved by the Board of Regents in the fall of 1973 and began the following year on a pilot basis with funds from the Carnegie Corporation of New York and the federally-backed Fund for the Improvement of Post-secondary Education. It has since become a permanent program operated jointly with the American Council on Education.

Courses Evaluated

The idea of the project is to evaluate courses given by nonacademic institutions and to suggest to colleges how many credits they might deserve when applied toward a regular degree.

In the last two years, the two organizations have reviewed courses given by 45 organizations, ranging from the General Electric and Mobile Oil Companies to the Bronx Botonical Gardens and the Literacy League of America. Credits have been recommended for 629 courses, each of which is listed in a "Guide to Educational Programs in Noncollegiate Organizations," which can be obtained from the Office on Noncollegiate-Sponsored Instruction, 99 Washington Avenue, Albany.

Evaluators decided, for instance, that students who go through the State Police Academy—and in the process receive 736 hours of instruction in subjects ranging from law to psychology—deserve at least 25 credits toward a baccalaureate degree. As of last fall, according to Mr. McGarraghy, 359 troopers had received at least a portion of these credits from 55 institutions.

Last month, the Regents accepted a $250,000 grant from the Carnegie Corporation to evaluate results of the project.

Some Examples

Graduates of a New York Telephone Company "secretarial seminar" have obtained up to four credits toward associate and bachelor degrees in business administration. The guide suggests that a course given by the New York Staff Office of Drug Abuse Services on "Booze: Mankind's Oldest Problem Drug" warrants two semester hours toward a graduate degree in counseling, psychology or social work.

Officials emphasize that project recommendations are just that. It is up to each college to decide whether or not to accept the suggested credits toward a particular degree.

Thus far, the colleges that have shown the most willingness to give students a head start on their degrees by recognizing "noncollegiate" credits are institutions such as Pace, C. W. Post, Adelphi and others that are used to dealing with a large number of older and part-time students.

"Those that are geared to 18-to 22-year-old residential students are unlikely to be as responsive," Mr. McGarraghy said.

Proponents of the new credentialing plan say that they have no fears about possible dilution of academic quality because evaluation is done by experts in the field involved, such as a business school dean.

The idea behind the project is not original. At the end of World War II, with the establishment of the G.I. bill, the American Council on Education began making credit recommendations on courses offered by the Armed Forces, and these have been accepted by an estimated total of 1,700 colleges and universities. However, the New York program is the first to do this for nonmilitary courses.

Higher Education Trend

The project is indicative of the project does not award credits itself and does not address itelf to individual cases. Rather, it provides a "service" function between individuals and degree-granting institutions.

Mr. McGarraghy said that the "impersonal" nature of the process was important.

"It gives students a motive they might not otherwise have," he said. "People who would never have thought of seeking credits for what they have done find that they already have them."

●

The trustees of Spelman College in Atlanta have reaffirmed their choice of Donald M. Stewart as the next president of the black women's college.

Earlier this month, members of the college community held the trustees hostage for 26 hours to protest the trustee's failure to appoint a black woman to head the institution. The board agreed to reconsider the appointment.

In reaffirming the choice of Mr. Stewart, a black associate dean at the University of Pennsylvania, the trustees warned that "appropriate action will be taken against anyone in the faculty, student body, or administration who seeks to undermine illegally the decision which has been made by this board."

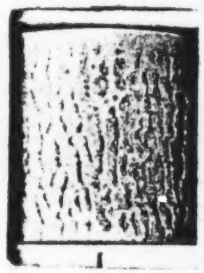
●

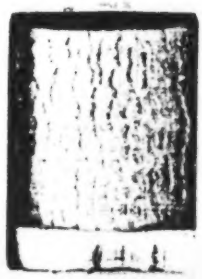
Phillips Academy in Andover, Mass., has announced the largest campaign ever launched by a secondary school: a drive by raise $50.6 million for endowment and capital funds by the school's 200th anniversary in 1978.

Theodore R. Sizer, headmaster and former dean of the Harvard Graduate School of Education, said that $10 million of the new funds would go into unrestricted endowment and the rest into efforts to increase academic programs and extend "the diversity of Andover's student body."

●

Benton High School in Benton, Ark., has found one way of increasing participation in its hot lunch program: it has turned the cafeteria into a McDonald's fast food restaurant.





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Higher Education Trend

The project is indicative of a general trend in higher education to meet the needs of older and part-time students and to bring the credentialing function into line with the way people actually learn in today's society.

Numerous colleges, for instance, including Fordham University in New York City, have begun giving students credit for knowledge gained through "life experiences" ranging from volunteer work to travel. The new Cooperative Assessment of Experimential Learning has been set up in Princeton, N. J., by Educational Testing Service and 160 academic institutions to develop standards for such "experiential learning."

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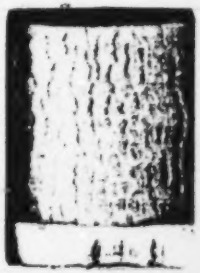

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...seeks to help people gain academic recognition for course work taken outside colleges and universities. Sponsored jointly by the American Council on Education and the New York State Board of Regents, it reviews educational programs offered by organizations whose primary purpose is not education. Participating organizations are government agencies, business corporations, labor unions, and professional and voluntary associations that offer courses to their employees or members. The Program represents a new effort to relate formal noncollegiate education to collegiate programs. A major aim of the Program is to establish a national system for the assessment of noncollegiate sponsored courses in terms of college credit.

The Need

The need for a program on noncollegiate sponsored instruction became evident over the last decade, as ever-increasing numbers of adult students sought academic recognition for knowledge acquired in the educational programs of noncollegiate organizations.

A great deal of high-quality, formal learning occurs outside the campus environment. A major share of the learning takes place within business and government organizations and professional associations, where some 13 million people engage in formal training each year. For many, this participation sparks interest in further study at institutions of higher learning.

Deciding on credit awards for noncollegiate study, however, is an expensive and difficult procedure for colleges, and efforts are duplicated at institutions throughout the country. All too often, the institution's full response is frustrated by lack of effective and economical means to assess the student's prior learning in terms of college credit.

The Program on Noncollegiate Sponsored Instruction aims to facilitate the college's task by establishing a system for relating formal course work taken elsewhere to the programs of colleges and universities.

Participating Organizations

The following sponsors of educational programs have participated in the Program on Noncollegiate Sponsored Instruction:

Agway, Inc.
American Institute of Banking
American Telephone and Telegraph
Arthur Andersen and Company
Baltimore City Police Department
Bank of America
Bernard Fineson Developmental Center (N.Y. State Department of Mental Hygiene)
Boy Scouts of America
Center for Human Services Training, Inc.
Chautauqua Institution
Communication Workers of America
Consolidated Edison
Defense Contract Audit Agency
Digital Equipment Corporation
Drug Enforcement Administration
Eastman Kodak Company
Family Day Care Training Center at Red Hook (Brooklyn)
Federal Aviation Administration
General Electric Company
General Motors Corporation
International Claim Association
John Hancock Mutual Life Insurance Company
Life Office Management Association
LINK, Inc.
Literacy Volunteers of America, Inc.
Marine Midland Bank
Mobil Oil Corporation
Nassau County Department of Drug and Alcohol Abuse
Nassau County Police Department
National Affiliation for Literacy Advance
National Security Agency
New Jersey-New York Port Authority
New York Botanical Garden
New York Council on Alcoholism
New York Department of Labor
New York City Department of Employment
New York City Police Department
New York State Department of Civil Service
New York State Department of Correctional Services
New York State Department of Motor Vehicles
New York State Department of Social Service
New York State Department of State
New York State Office of Drug Abuse Services
New York State Police Academy
New York Telephone Company
Price Waterhouse and Company
Seaman's Church Institute
Sperry-Rand Corporation, Sperry Division
Suffolk County Police Department
Trans World Airlines
U.S. Department of Agriculture Graduate School
U.S. Environmental Protection Agency
U.S. Internal Revenue Service
U.S. Postal Service
U.S. Public Health Service Hospital (Staten Island)
Xerox Corporation

The Review Process

Course reviews are conducted by teams of subject-matter specialists according to Program policies and criteria. The course reviewers are selected from postsecondary faculties and noncollegiate organizations. Nominations are received from regional and professional accrediting associations, professional societies, and educational associations and institutions. The Program cooperates closely with these institutions and organizations in all phases of the course review process.

The reviewers examine course objectives and content, teaching materials and methods, and procedures for evaluating student performance. The administration of the educational programs is also reviewed, including the procedures for selecting instructors, for designing and revising courses, and for keeping records of student performance. Collectively, the reviewers offer a professional judgment on whether to recommend a course for credit and make recommendations as to the amount and level of credit to be awarded. The process most often takes place at the site where the course is offered and always involves dialogue with those responsible for course development and administration.

The Guide

The credit recommendations resulting from the review process appear in an annual *Guide to Educational Programs in Noncollegiate Organizations*. The 1976 edition of the *Guide* contains recommendations for 638 courses having a total yearly enrollment of more than 100,000. Courses reviewed to date are offered at locations in all 50 states, reflecting the national character of the program.

The credit recommendations are presented in course exhibits, which include a full description of course objective, instructional content, methodology, location, length, and dates. (See Sample Course Exhibit.) The course exhibits are arranged by sponsoring organization with a brief description of the organization and its educational programs. The source of student records is also specified.

Complimentary copies of the *Guide* have been distributed to an academic officer at every accredited postsecondary institution in the country; additional copies can be purchased from the Publications Division of the American Council on Education. ($6.00 prepaid.)

SAMPLE COURSE EXHIBIT

Quality Control and Industrial Statistics II

Location: General Motors, Flint, MI; plant locations
Length: 80 hours (10 days); residential.
Dates: May 1972-Present.
Objective: To introduce the student to basic statistical concepts necessary for analysis of quality and/or engineering problems.
Instruction: Topics treated are empirical distributions, hypothesis testing, point and interval estimating, analysis of variance, simple and multiple regression models, design of experiments, and optimal sampling techniques. Both lectures and problem sessions are held frequently.
Credit recommendation: In the upper division baccalaureate category, 3 semester hours in Engineering or Engineering Technology (6/75).

Other Services

THE NEWSLETTER. Between publication dates of the annual *Guide*, Program news is disseminated through the *OEC Newsletter*. As course reviews are completed, and new recommendations are made, notice of their availability is published in the newsletter. The OEC Newsletter is distributed three times a year to approximately 23,000 educators and policy makers in postsecondary education.

THE ADVISORY SERVICE. The Program's Advisory Service responds by mail or phone to inquiries from academic officials concerning use of the credit recommendations. The Advisory Service is also available to noncollegiate training and development officers to assist them in determining whether an organization's educational program is suited to review.

UPDATING THE CREDIT RECOMMENDATIONS. At regular intervals, information is collected from participating organizations to make sure that a credit recommendation is still current. Every five years, a subject-matter specialist will make a site visit to update existing recommendations. Courses that have undergone substantial change will be reevaluated by a full team.

Background and Basis

The Program on Noncollegiate Sponsored Instruction builds on the concepts, techniques, and system developed over the last thirty years to provide college recognition for formal military training. Since 1945, the Council has evaluated courses conducted by the Armed Forces. The recommendations are published in the *Guide to the Evaluation of Educational Experiences in the Armed Services*, a publication distributed to every accredited college and university in the country. Recommendations are kept current by means of an advisory service operated by the Council's Office on Educational Credit.

In 1973, after an extensive two-year review, the Carnegie Commission on Non-Traditional Study urged that the Council extend this system to course work sponsored by the civilian sector of postsecondary education.

This was followed in 1974 by a pilot project on noncollegiate sponsored instruction undertaken in New York by the State Education Department. Between February and May of 1974, more than 100 courses in eight organizations were reviewed for the purpose of making credit recommendations, thus demonstrating the feasibility of the present program.

The Council and the New York State Board of Regents established the joint program in February 1975. The Board of Regents, through its Office on Noncollegiate Sponsored Instruction, directs the evaluation of courses in New York State. In collaboration with the American Council on Education, course reviews are conducted in California under the supervision of the Consortium of California State University and Colleges and in Pennsylvania, under the Commonwealth Department of Education. The Council is responsible for courses reviewed in all other states and for the administration of the national program.

The American Council on Education

The American Council on Education is nationally recognized as a major coordinating body for postsecondary education. Composed of national and regional educational associations and institutions of higher education, the Council, since its founding in 1918, has worked to establish and improve educational standards, policies, and procedures. Its goal is to promote the public interest through extending the range and quality of postsecondary education in the country.

Within the Council, the Program on Noncollegiate Sponsored Instruction is being carried out by the Office on Educational Credit, under the policy supervision of the Commission on Educational Credit. The activities of the Office and the Commission involve policies and procedures for awarding educational credit for nontraditional learning and the evaluation of learning experiences in the Armed Services.

Information

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